

International Leadership of Texas



Arlington Elementary

2025-2026 Campus Improvement Plan

Mission Statement

The mission of International Leadership of Texas is to prepare students for exceptional leadership roles in the international community by emphasizing servant leadership, mastering the English, Spanish and Chinese languages, and strengthening the body, mind and character.

Vision

The vision of Arlington K-8 is to become the premier K-8 campus in ILTexas. While focusing on the district's mission and core values, Arlington K-8 will continue to excel academically while earning campus distinctions based off the state of Texas requirements.

Value Statement

Others Before Self

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Comprehensive Needs Assessment

Demographics

Summary

Who Are We

ILTexas Arlington K-8, located at 4950 S Bowen Rd, Arlington, TX 76017, serves a diverse student population, encompassing grades PK-8. The campus is committed to fostering a positive learning environment where all students are encouraged to thrive academically and socially. With a focus on high expectations, academic excellence, and inclusivity, the school provides a variety of educational programs designed to meet the needs of its diverse learners. Our staff is dedicated to building strong relationships with families and the community to ensure the success of every scholar.

Our campus currently serves 754 elementary scholars through a lottery-based enrollment system. Approximately 80% of our students are economically disadvantaged, and a significant number are identified as at risk or emergent bilingual.

Diverse Student Community

We embrace a diverse student population representing various racial and ethnic backgrounds:

Elementary School

- 18 Asian
- 196 Black/African American
- 386 Hispanic
- 29 Two or More Races
- 37 White

Middle School

- 28 Asian
- 100 Black/African American
- 219 Hispanic
- 41 Two or More Races
- 19 White

Our student body includes a balanced mix of male and female students, as well as those receiving special education services and supports.

Student Needs & Programs

We serve:

- Over 500 At-Risk elementary students
- Over 300 Economically Disadvantaged middle school students
- A growing number of Emergent Bilingual (EB) students
- A combined 91 Exceptional Education (Special Ed) students across both grade bands

In addition, scholars are enrolled in a variety of special programs and academic pathways, including CCMR (College, Career, and Military Readiness), advanced coursework, and language immersion.

Discipline Trends

Our campus works hard to maintain a safe and supportive environment. This school year:

Elementary School

- 65 students served In-School Suspension (ISS)
- 194 students served Out-of-School Suspension (OSS)

A higher percentage of suspensions are among Black/African American and Exceptional Education students

Discipline rates also show greater representation among Black/African American students and those receiving special education services

Staff & Faculty

Our teachers bring a wide range of experience and dedication to our scholars. We work hard to retain high-quality staff while continuing to recruit talented professionals who align with our mission. We maintain a strong teacher-student ratio and benefit from the support of highly qualified paraprofessionals.

Strengths

At ILTexas Arlington K-8, we are proud to serve a beautifully diverse community of 1,067 scholars across elementary and middle school.

In elementary, we serve 669 scholars, including:

- 16 Asian
- 198 Black or African American

- 390 Hispanic
- 1 American Indian or Alaska Native
- 28 of two or more races
- 36 White

In middle school, we serve 398 scholars, including:

- 10 Asian
- 111 Black or African American
- 244 Hispanic
- 1 American Indian or Alaska Native
- 13 of two or more races
- 19 White

Our school proudly supports *all* scholars, including those who are gifted and talented, emergent bilinguals, exceptional education students, and those involved in fine arts and athletics. As a language and leadership academy, our scholars graduate with mastery in English, Chinese, and Spanish—giving them a powerful advantage in today’s global society.

At ILTexas Arlington K-8, we focus on strengthening the mind, body, and character of every student. This well-rounded approach prepares our scholars to lead and succeed in any environment.

We are also excited to celebrate academic growth:

- Our campus STAAR scores improved by 19 points overall last school year.
- Elementary grew by 10 points, raising our accountability rating from an F to a C.
- Middle school grew by 9 points, moving from a D to a C—just one point away from a B.

Problem Statements Identifying Demographics Needs

Problem Statement

Root Cause

1
★

Many educators need additional support in developing the skills necessary to effectively analyze student data and use it to create targeted strategies that drive academic growth and close achievement gaps.

There is a need for educators to regularly analyze student data and reflect on curriculum and instructional best practices to ensure that the academic needs of all students are being effectively met.

2
★

Teachers need targeted professional development focused on effective, engaging instructional strategies and strong classroom management techniques. This support is essential to maximize learning time and increase the rigor of daily instruction. To ensure implementation and growth, follow-up classroom observations and timely feedback sessions should be consistently conducted after each PD session.

Professional development for teachers is not consistently targeted to individual or campus-wide instructional needs, lacks ongoing support throughout the year, and does not always include timely, actionable feedback to improve teaching practices.

★ = Priority

Student Learning

Summary

Last school year, the elementary campus improved its STAAR accountability rating by 10 points, moving from an “F” to a high “D.” This growth reflects progress in student learning and instructional practices. With continued focus and targeted support, we anticipate significant gains this school year and are on track to achieve a high “B” rating for the elementary campus. Our scholars TELPAS proficiency is increasing and tracking in the right direction.

Strengths

Across multiple grade levels, students demonstrated strong performance by meeting or mastering grade-level expectations. One of the key academic strengths on our campus is in ELAR (English Language Arts and Reading), where students consistently performed at or above expected levels. This reflects effective instructional strategies and student engagement in literacy.

Problem Statements Identifying Student Learning Needs

Problem Statement

Root Cause

1
★

There is a need for ongoing professional development focused on effective, engaging instructional practices and classroom management strategies. Strengthening these areas will help maximize learning time and increase the rigor of daily instruction. Additionally, consistent follow-up through classroom observations and feedback sessions is essential to ensure implementation and continuous improv

Professional development for teachers lacks consistent alignment with individual and campus-wide instructional needs. It is not always targeted, sustained, or supported with timely, actionable feedback. This limits teachers' ability to apply new strategies effectively and consistently throughout the year.

2
★

There are noticeable achievement gaps among student groups across tested grade levels. While African American students showed significant growth in ELAR, performance declined for Hispanic, White, and multiracial students. Additionally, overall 5th grade Science scores and performance for White students in Science declined, indicating a need for targeted academic support and instructional adjustmen

Achievement gaps are evident across tested grade levels, with uneven growth among student groups. While African American students made gains in ELAR, performance declined for Hispanic, White, and multiracial students. Science scores, particularly in 5th grade and among White students, also declined, highlighting the need for targeted academic support and instructional adjustments.

3
★

Many educators need additional support in effectively analyzing student data and using it to develop targeted instructional strategies. This gap limits our ability to drive consistent student growth and close achievement gaps. Strengthening data literacy among staff is essential for improving outcomes.

There is a need for educators to strengthen their ability to analyze data and reflect on curriculum and instructional practices. Without consistent use of data-driven strategies, it is challenging to effectively address the diverse academic needs of all students. Providing targeted support and professional development in these areas is essential for closing achievement gaps.

★ = Priority

School Processes & Programs

Summary

Curriculum, Instruction, and Assessment:

Our campus collaborates effectively with instructional coaches to support both new and returning teachers. Having two instructional coaches has expanded our capacity to provide targeted assistance with curriculum, instruction, and assessment planning. While this support has been beneficial, there is still a need for ongoing professional development to strengthen instructional practices and deepen teachers' understanding of the TEKS and content standards. Data shows that certain standards require additional time, reteaching, differentiation, or alternate instructional strategies to meet student learning needs. Teachers will continue to utilize the IPP planning process and engage in data-driven instruction by analyzing results from state, district, and local assessments. Differentiation will remain a key focus to ensure instruction is responsive to students' diverse needs and learning styles.

Staff Recruitment and Retention:

Our goal is to recruit and retain high-quality, mission-aligned educators. We actively recruit through multiple channels including our campus website, Teacher Job Network (TJN), regional job fairs, social media, and word of mouth. We have a mix of teachers in traditional and alternative certification programs, along with visiting teachers from other countries who support our trilingual education model. Due to the unique nature of our language and leadership mission, we often look internationally to find qualified educators who can help us prepare students to be globally competitive.

Technology:

Technology is a key component of instruction and communication on our campus. All staff members have been provided laptops, and all classrooms are equipped with interactive whiteboards and document cameras. Students in grades 4–8 are each issued a Chromebook, while K–3 students have access to tablets or Chromebooks, ensuring a 1:1 technology ratio across all grade levels. We use a variety of digital platforms to support instruction and parent engagement, including Kahoot, Measuring Up, Dojo, Study Island, IStation, Reading A-Z, Stemscoptes, Kuder, MAP, STAAR-AR, Imagine Math, Splash Math, All in Learning, Google Classroom, and Seesaw. Communication tools such as Edmodo, Peachjar, Facebook, Smore, Call-Messenger, and Parent Portal have enhanced our outreach and strengthened home-school partnerships. Additionally, a tech help desk has been instrumental in supporting families with digital access and troubleshooting, especially during periods of virtual learning.

Strengths

Curriculum, Instruction, and Assessment:

Low staff turnover has created consistency in content delivery and instructional practices, resulting in stronger content knowledge across grade levels. The addition of two Campus Instructional Coaches has further enhanced teacher support in areas such as lesson planning, curriculum alignment, data analysis, and data-driven instruction, contributing to overall instructional effectiveness.

Staff Recruitment and Retention:

Our campus maintains a very low turnover rate compared to the district overall. This stability supports a positive and consistent school culture and climate, which helps promote higher levels of student achievement and staff collaboration.

Technology:

All students in grades K–8 have access to technology, with students in grades 4–8 receiving individual Chromebooks for academic use. This 1:1 access supports blended learning, increases student engagement, and helps prepare scholars for a technology-driven world.

Schoolwide Systems and Culture:

The campus consistently implements district-mandated cultural and international celebrations, fostering an inclusive and globally minded school environment. Strong operational and academic systems are in place, supporting both student achievement and daily campus efficiency.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1★	Some educators need support in analyzing student data and using it to create effective strategies for instruction. This challenge impacts our ability to consistently drive student growth and close achievement gaps.	Educators need more support in analyzing data and reflecting on instructional best practices to effectively meet the diverse academic needs of all students. Limited time and targeted professional development have contributed to gaps in data-driven instruction.
2★	Teachers need ongoing professional development in effective, engaging instructional practices and classroom management strategies to maximize learning time and lesson rigor. Consistent follow-up through observations and feedback is essential to ensure successful implementation.	Professional development for teachers lacks consistent focus, is not always aligned to specific campus needs, and does not provide ongoing support or timely, actionable feedback. This limits teacher growth and the impact on student learning.
3★	There are noticeable gaps in student achievement across grade levels and student groups, with some groups showing growth while others experienced a decline. These inconsistencies highlight the need for more targeted instruction and support to ensure equitable academic progress for all students.	Students have limited time and exposure to fully develop language proficiency in Spanish and Chinese. Increased instructional time and practice opportunities are needed to strengthen language acquisition in both areas.
4★	Parent attendance records and event sign-up data show low levels of family engagement on campus and in classrooms. This lack of involvement may impact student success and the strength of school-home partnerships.	There is a lack of clear and consistent communication regarding campus needs and scheduled parent events. This has contributed to low family engagement and limited participation in school activities.
5★	A high number of student behavior referrals in both elementary and middle school has impacted instructional time and overall learning environments. The frequency of infractions and suspensions highlights a need for stronger behavior support systems and consistent campus-wide expectations.	There is a lack of consistent classroom management practices and clearly defined campus-wide discipline protocols. This inconsistency contributes to increased behavioral incidents and disruptions to student learning.

★ = Priority

Perceptions

Summary

Campus climate and culture survey results indicate that the majority of staff feel our school environment is positive, encouraging, and aligned with the district's vision and mission. Staff collaboration is strong, and there is a shared commitment to student success. While overall morale is high, the campus will focus on streamlining student discipline systems and continuing efforts to strengthen staff morale in the upcoming school year.

Student attendance remains relatively consistent across ethnic groups, and students have access to various support systems such as academic interventions, Fitness Win, Eagle Academy, and tutoring. One-on-one mentoring was also provided to help students better understand their academic performance and identify growth areas.

Teacher retention has improved significantly, increasing from 52% to 95% over three years. The campus mentoring program plays a key role in this success, providing new teachers with guidance, support, and positive feedback. Staff value the school's diversity, multilingual learning environment, and strong safety measures. Teachers report feeling supported by administration through success plans, frequent professional development, and a culture of appreciation. However, many also express a need for more time to manage assignments and instructional planning.

Strengths

ILTexas Arlington K-8 is known for its strong, positive campus culture where staff consistently describe the environment as "family-oriented" and supportive. Teachers feel connected to one another, forming lasting friendships and embracing the cultural diversity of the campus. The school celebrates both staff and student achievements, fostering a sense of pride and belonging.

Student attendance remains consistent across all ethnic groups, demonstrating a shared commitment to learning and engagement. Students have access to multiple academic supports including interventions, Fitness Win, Eagle Academy, tutoring, and one-on-one mentoring sessions designed to help them understand their academic progress and set goals for the next grade level.

Staff retention has significantly improved, with teacher return rates increasing by 30%. The mentoring program for new teachers plays a key role in this success, offering guidance, positive feedback, and a sense of relief and support. Teachers also appreciate the structured professional development opportunities offered weekly and every six weeks, along with the availability of success plans for those in need of additional support. Campus safety is a noted strength, with the school officer and safety committee helping all stakeholders feel secure and cared for.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Parent attendance sheets and event sign-up data show low levels of family engagement both on campus and in classrooms. This lack of involvement may limit opportunities for strengthening home-school connections and supporting student success.	There is a lack of clear and consistent communication regarding campus needs and scheduled parent events. This contributes to low parent participation and limited family engagement.
2 ★	A high number of student behavior referrals across both elementary and middle school has led to frequent suspensions and instructional time loss. This impacts the overall learning environment and hinders academic progress for both the students involved and their peers.	There is a lack of consistent classroom management practices and clear implementation of campus-wide discipline protocols. This inconsistency contributes to ongoing behavior challenges and disrupts the learning environment.
3 ★	Despite notable gains among African American students in ELA/Reading, achievement gaps persist across other student groups, with declines observed among Hispanic, White, and multiracial students. Additionally, student performance in 5th grade Science has decreased, indicating a need for more targeted and equitable instructional support.	Students have limited instructional time dedicated to developing proficiency in Spanish and Chinese. This reduces opportunities for consistent practice and language acquisition across grade levels.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Many educators need additional support in developing the skills necessary to effectively analyze student data and use it to create targeted strategies that drive academic growth and close achievement gaps.

There is a need for educators to regularly analyze student data and reflect on curriculum and instructional best practices to ensure that the academic needs of all students are being effectively met.

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Teachers need targeted professional development focused on effective, engaging instructional strategies and strong classroom management techniques. This support is essential to maximize learning time and increase the rigor of daily instruction. To ensure implementation and growth, follow-up classroom observations and timely feedback sessions should be consistently conducted after each PD session.

Professional development for teachers is not consistently targeted to individual or campus-wide instructional needs, lacks ongoing support throughout the year, and does not always include timely, actionable feedback to improve teaching practices.

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There is a need for ongoing professional development focused on effective, engaging instructional practices and classroom management strategies. Strengthening these areas will help maximize learning time and increase the rigor of daily instruction. Additionally, consistent follow-up through classroom observations and feedback sessions is essential to ensure implementation and continuous improv

Professional development for teachers lacks consistent alignment with individual and campus-wide instructional needs. It is not always targeted, sustained, or supported with timely, actionable feedback. This limits teachers' ability to apply new strategies effectively and consistently throughout the year.

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There are noticeable achievement gaps among student groups across tested grade levels. While African American students showed significant growth in ELAR, performance declined for Hispanic, White, and multiracial students. Additionally, overall 5th grade Science scores and performance for White students in Science declined, indicating a need for targeted academic support and instructional adjustmen

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Many educators need additional support in effectively analyzing student data and using it to develop targeted instructional strategies. This gap limits our ability to drive consistent student growth and close achievement gaps. Strengthening data literacy among staff is essential for improving outcomes.

There is a need for educators to strengthen their ability to analyze data and reflect on curriculum and instructional practices. Without consistent use of data-driven strategies, it is challenging to effectively address the diverse academic needs of all students. Providing targeted support and professional development in these areas is essential for closing achievement gaps.

6
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Some educators need support in analyzing student data and using it to create effective strategies for instruction. This challenge impacts our ability to consistently drive student growth and close achievement gaps.

Educators need more support in analyzing data and reflecting on instructional best practices to effectively meet the diverse academic needs of all students. Limited time and targeted professional development have contributed to gaps in data-driven instruction.

7
★

Teachers need ongoing professional development in effective, engaging instructional practices and classroom management strategies to maximize learning time and lesson rigor. Consistent follow-up through observations and feedback is essential to ensure successful implementation.

Professional development for teachers lacks consistent focus, is not always aligned to specific campus needs, and does not provide ongoing support or timely, actionable feedback. This limits teacher growth and the impact on student learning.

8
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There are noticeable gaps in student achievement across grade levels and student groups, with some groups showing growth while others experienced a decline. These inconsistencies highlight the need for more targeted instruction and support to ensure equitable academic progress for all students.

Students have limited time and exposure to fully develop language proficiency in Spanish and Chinese. Increased instructional time and practice opportunities are needed to strengthen language acquisition in both areas.

9
★

Parent attendance records and event sign-up data show low levels of family engagement on campus and in classrooms. This lack of involvement may impact student success and the strength of school-home partnerships.

There is a lack of clear and consistent communication regarding campus needs and scheduled parent events. This has contributed to low family engagement and limited participation in school activities.

10
★

A high number of student behavior referrals in both elementary and middle school has impacted instructional time and overall learning environments. The frequency of infractions and suspensions highlights a need for stronger behavior support systems and consistent campus-wide expectations.

There is a lack of consistent classroom management practices and clearly defined campus-wide discipline protocols. This inconsistency contributes to increased behavioral incidents and disruptions to student learning.

11
★

Parent attendance sheets and event sign-up data show low levels of family engagement both on campus and in classrooms. This lack of involvement may limit opportunities for strengthening home-school connections and supporting student success.

There is a lack of clear and consistent communication regarding campus needs and scheduled parent events. This contributes to low parent participation and limited family engagement.

12



A high number of student behavior referrals across both elementary and middle school has led to frequent suspensions and instructional time loss. This impacts the overall learning environment and hinders academic progress for both the students involved and their peers.

There is a lack of consistent classroom management practices and clear implementation of campus-wide discipline protocols. This inconsistency contributes to ongoing behavior challenges and disrupts the learning environment.

13



Despite notable gains among African American students in ELA/Reading, achievement gaps persist across other student groups, with declines observed among Hispanic, White, and multiracial students. Additionally, student performance in 5th grade Science has decreased, indicating a need for more targeted and equitable instructional support.

Students have limited instructional time dedicated to developing proficiency in Spanish and Chinese. This reduces opportunities for consistent practice and language acquisition across grade levels.

 = Priority



Goals

Goal 1

By the end of the 25-26 school year, 85% of ILTexas campuses will receive an overall rating of C or higher for their statewide accountability rating, an increase from 75% achieving a C or higher the previous year.

Performance Objective 1 High Priority HB3 Goal

By the end of the 24-25 school year, 30% of all ILTexas students will perform at the meets level of achievement on STAAR Reading/Language Arts and all other core subjects. 25% of EB students will perform at the meets level of achievement on STAAR Reading/Language Arts and other core subjects.

Evaluation Data Source: ECAs, Benchmarks, MAP, STAAR

Strategy 1

To achieve the goal of increasing student performance to 30% Meets for all students and 25% for EB students on the STAAR Reading/Language Arts and other core subjects by the end of the 2024-2025 school year, ILTexas teachers will implement targeted, data-driven instruction aligned with the Texas Essential Knowledge and Skills (TEKS) and ILTexas curriculum frameworks. Teachers will receive ongoing professional development on best practices in guided reading, vocabulary development, and language acquisition strategies particularly SIOB (Sheltered Instruction Observation Protocol) and ELlevation strategies to support EB students. Data from MAP, interim assessments, and classroom performance will be used to create intentional small-group instruction, provide targeted interventions, and monitor progress. Instructional coaches and content leaders will support teachers through PLCs, model lessons, and feedback cycles. By focusing on TEKS-aligned instruction, differentiated support, and consistent data review, ILTexas campuses will build instructional capacity and close achievement gaps across all student groups.

Formative Reviews

November

January

May

June

Performance Objective 2 High Priority HB3 Goal

By the end of the 24-25 school year, 30% of all ILTexas students will perform at the meets level of achievement on STAAR Math and 25% of EB students will perform at the meets level of achievement on STAAR Math.

Evaluation Data Source: ECAs, Benchmarks, MAP, STAAR

Strategy 1

To achieve the goal of 30% of all ILTexas students and 25% of EB students performing at the

Meets level on STAAR Math by the end of the 2024-2025 school year, ILTexas teachers will implement TEKS-aligned, data-driven instruction using the ILTexas curriculum. Teachers will receive targeted professional development on Sheltered Instruction and high-impact math strategies, with a focus on vocabulary, real-world application, and problem-solving. Regular data reviews, small group instruction, and intervention cycles will be used to monitor progress. Campus and district instructional coaches will support implementation to ensure consistency, equity, and academic growth across all learner groups.

Formative Reviews

November

January

May

June

Performance Objective 3 High Priority

The percent of graduates that demonstrate College, Career, and/or Military Readiness will maintain in the 90-99% range.

Evaluation Data Source: SAT, AP, DUAL CREDIT, CTE

Performance Objective 4 High Priority

By the end of the 24-25 school year, 85% of ILTexas campuses will receive an overall rating of C or higher for their statewide accountability rating, 30% of all ILTexas students will perform at the meets level of achievement on STAAR Social Studies and 25% of EB students will perform at the meets level of achievement on STAAR Social Studies.

Evaluation Data Source: ECAs, Benchmarks, MAP, STAAR

Strategy 1

To support this goal, ILTexas teachers will implement TEKS-aligned, data-driven instruction using the ILTexas curriculum framework and pacing guides. Teachers will receive ongoing professional development in sheltered instruction and high-yield strategies to increase rigor, student engagement, and language acquisition. Targeted interventions will be provided for at-risk and EB students based on common assessment data. Instructional coaches and campus leaders will monitor progress through regular PLCs, data reviews, and walkthroughs to ensure fidelity. These strategies will equip teachers to close achievement gaps, increase Meets-level performance in Social Studies, and help 85% of campuses reach a C rating or higher.

Formative Reviews

November

January

May

June

Performance Objective 5 High Priority

By the end of the 24-25 school year, 85% of ILTexas campuses will receive an overall rating of C or

higher for their statewide accountability rating, an increase from 75% achieving a C or higher during the previous school year. ILTexas students enrolled in the Special Education program will maintain a Meets achievement standard at a 9% rate for Math and a 10% rate for Reading Language Arts state assessments.

Evaluation Data Source: MAP, Interim assessments, STAAR

Strategy 1

To support this goal, ILTexas teachers will implement targeted, data-driven instruction aligned to TEKS and the ILTexas curriculum framework, with a focus on differentiation for Special Education students. Campus instructional coaches and SPED leads will provide weekly planning and intervention support to ensure rigorous, standards-based lessons. Teachers will use MAP and Interim data to adjust instruction and track progress. Through PLCs, ongoing professional development, and fidelity to ILTexas' trilingual, leadership, and character model, teachers will close learning gaps, improve academic outcomes, and help 85% of campuses earn a C or higher, while increasing SPED achievement in both Math and RLA.

Formative Reviews

November	January	May	June
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Performance Objective 6 High Priority

During the 24-25 school year, 100% of all ILTexas students will have an assigned Chromebook, direct access to "loaner" devices and direct access for device repair\replacement at each campus location. 100% of all ILTexas staff will have an assigned laptop, direct access to "loaner" devices, direct access for device repair\replacement and access to multiple networked multi-function printer devices at each campus location. 100% of all ILTexas campus locations will have a stable internet connection and 100% WiFi coverage throughout each campus location.

Evaluation Data Source: Consistently checking IIQ and meeting with campus tech

Strategy 1

To achieve full technology access and infrastructure goals, ILTexas will implement TEKS-aligned, state-supported strategies that prioritize equitable digital access for all students and staff. Campus tech coordinators will manage device distribution, repairs, and loaner systems. Teachers will integrate ILTexas curriculum through digital platforms, using Chromebooks and stable WiFi to enhance instruction and global competency. Ongoing staff training will ensure effective device use and instructional integration, while IT teams maintain strong network connectivity and printer access. These strategies support the "who" (students/staff), the "what" (device access and support), the "why" (instructional equity), and the "how" (training, systems, and infrastructure maintenance).

Formative Reviews

November

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May

June

Performance Objective 7

By the end of the 24-25 school year, ILTexas will acquire 8-12 total school buses to support transportation needs for the Liberty County Schools.

Performance Objective 8 High Priority

ILTexas will improve outcomes for students by aligning our efforts around the Effective Schools Framework (ESF) and district deliverables supporting the specifics of each ESF campus.

Evaluation Data Source: Using campus ESF audit information to make campus wide improvements.

Strategy 1

To help teachers achieve this goal, ILTexas will implement targeted, data-driven instructional practices aligned to the Texas Essential Knowledge and Skills (TEKS) and the ILTexas tri-lingual, character, and leadership curriculum. Campus leaders and instructional coaches will provide ongoing professional development, PLC support, and coaching aligned to the Effective Schools Framework. Teachers will analyze assessment data, adjust instruction, and implement evidence-based strategies to meet the needs of all scholars. This approach ensures alignment with district deliverables and ESF priorities, supporting academic growth, cultural responsiveness, and global leadership development across all content areas.

Formative Reviews

November

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Performance Objective 9

ILTexas will provide resources that includes training and each campus will address the psychological, social, and behavioral needs of students to reduce the number of bullying incidents (including cyberbullying) and increase the students' readiness to learn.

Evaluation Data Source: Docuware bullying reports, Skyward discipline data, and Rhythm reports.

Strategy 1

ILTexas will equip teachers with training and resources aligned to our curriculum that support classroom management, social-emotional learning (SEL), and trauma-informed practices.

Campus counselors and behavior teams will collaborate with teachers to address students' psychological, social, and behavioral needs. By fostering safe, inclusive environments and early intervention strategies, we aim to reduce bullying incidents, including cyberbullying, and improve students' emotional readiness to learn. Through regular professional development and cross-team collaboration, staff will be empowered to recognize warning signs, implement proactive supports, and promote a culture of respect and accountability across all grade levels.

Formative Reviews

November

January

May

June

Performance Objective 10 High Priority

By the end of the 24-25 school year, 15% of all ILTexas students served under special education will perform at the meets level of achievement on STAAR an increase of 3 percentage points from the 23-24 school year.

Strategy 1

To achieve a 15% Meets Level performance on STAAR for ILTexas students served under special education, campus administrators will provide targeted professional development aligned to ILTexas curriculum, focusing on data-driven instruction, differentiated strategies, and progress monitoring. Special education and general education teachers will collaborate through PLCs to implement IEP-driven accommodations, spiraled review, and scaffolded lessons. Regular coaching, co-teaching models, and use of MAP/STAAR data will ensure instruction is aligned, rigorous, and responsive to student needs. This approach ensures teachers are equipped to close gaps, improve outcomes, and meet the unique academic needs of all SPED scholars by the end of the 25-26 school year.

Formative Reviews

November

January

May

June

Goal 2

By the end of the 25-26 school year, at least 75% of students graduate meeting their language goals (students enrolled at ILTexas 7 years or more are at Intermediate or above), 95% of students will have completed their service hour requirements and 75 % of graduates will have met their Interactive Health Technology goals.

Performance Objective 1

By the end of 25-26 school year, 90% of K-12 fine art students will be successful in completing the specific TEKS required for all fine art courses.

Strategy 1

To achieve this goal, campus leadership will provide targeted professional development aligned to ILTexas curriculum, focusing on bilingual proficiency, service learning integration, and IHT data tracking. Teachers will use ILTexas language objectives, embed service learning into core instruction, and monitor IHT goals through regular data reviews. PLCs will collaborate to align instruction and interventions with student progress. By strengthening instructional planning, accountability, and culturally responsive teaching practices, teachers will ensure students meet language benchmarks, complete service hours, and improve health literacy. Ongoing support from campus coaches and district content leads will ensure fidelity, equity, and measurable student outcomes by 2025-2026.

Formative Reviews

November

January

May

June

Performance Objective 2

By the end of 25-26 school year, the percentage of seniors receiving trilingual cord will increase from 40% to 45%.

Evaluation Data Source: AAPPL Chinese & Spanish.

Performance Objective 3

By the end of 25-26 school year, at least 50% of 5th grade students who have been with ILTexas for more than 5 years will reach a Novice Mid proficiency in Chinese and Novice High in Spanish.

Evaluation Data Source: AAPPL and ACTFL rating.

Strategy 1

To support this goal, ILTexas will provide targeted professional development for language teachers on ACTFL proficiency benchmarks, effective immersion strategies, and differentiated instruction. Teachers will implement ILTexas-aligned curriculum using authentic materials, daily language routines, and formative assessments. Campus leadership will monitor progress through data reviews and instructional coaching to ensure alignment and growth. These strategies will empower teachers to consistently build student language proficiency over time and help scholars reach Novice Mid in Chinese and Novice High in Spanish by the end of the 2025-2026 school year. This approach supports our mission to develop multilingual leaders for the global community.

Formative Reviews

November

January

May

June

Performance Objective 4

By the end of 25-26 school year, at least 50% of 8th grade students who have been with ILTexas for more than 7 years will reach at least an Intermediate Low proficiency level in Chinese and Spanish.

Evaluation Data Source: AAPPL and ACTFL rating.

Strategy 1

To achieve this goal, ILTexas will implement TEKS-aligned, proficiency-based language instruction delivered by certified LOTE teachers using the ILTexas trilingual curriculum. Teachers will receive targeted professional development in ACTFL language proficiency standards, differentiated instruction, and language immersion strategies. Ongoing formative assessments and data tracking will monitor progress. Campus leadership will support implementation through coaching, curriculum planning, and cultural enrichment activities to increase language exposure and engagement. These strategies ensure that students receive consistent, high-quality instruction that supports long-term language acquisition and enables at least 50% of 8th grade scholars with 7+ years at ILTexas to reach Intermediate Low proficiency in Chinese and Spanish.

Formative Reviews

November

January

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Performance Objective 5

By the end of 25-26 school year, 100% of students in 3rd -12th grade students will be tested by AAPPL in both Chinese and Spanish and receive score reports.

Strategy 1

To support this goal, ILTexas will provide ongoing professional development for language teachers focused on AAPPL assessment alignment, instructional best practices, and effective integration of Chinese and Spanish across content areas. Campus leaders will ensure all 3rd-12th grade students receive regular practice through curriculum-embedded language tasks. Teachers will use AAPPL data to monitor progress and tailor instruction, ensuring language proficiency growth. By building teacher capacity and aligning instruction to AAPPL standards, all students will be tested and receive score reports by the end of the 2025-2026 school year, supporting ILTexas's mission of global leadership through multilingual education.

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Performance Objective 6 High Priority

By the end of the 25-26 school year, all EB students will have made progress in English language acquisition and campuses will have met the long term target.

Evaluation Data Source: TELPAS 2023-2024

Strategy 1

To achieve progress in English language acquisition for all EB students by the end of the 2025-2026 school year, ILTexas teachers will implement TEKS-aligned, sheltered instruction strategies using the ELlevation platform and campus-provided resources. Teachers will receive ongoing professional development in language scaffolding, small group instruction, and academic vocabulary integration. Data from TELPAS, MAP, and classroom assessments will guide differentiated instruction and interventions. Collaboration with EL coaches and weekly PLCs will ensure fidelity to ILTexas' trilingual model. These strategies support language growth, accelerate learning, and ensure campuses meet the state's long-term English proficiency targets for emergent bilinguals.

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Performance Objective 7 High Priority

By the end of 25-26 school year, 80% of students who participated in the Ole Miss Summer Chinese Language Institute will demonstrate at least one sub-level's growth in Chinese proficiency, measured by ACTFL's OPIC. The funding source of this project is DoDEA FY 22 Grant.

Evaluation Data Source: ACTFL's OPIC (Oral Proficiency Interview on Computer)

Performance Objective 8 High Priority

By the end of 25-26 school year, 5th and 8th grade students who received additional Chinese Literacy Instruction will demonstrate growth in Chinese reading and writing skills, measured by AAPPL and iChineseReader Data. This project is supported and funded by DoDEA FY 23 Grant.

Evaluation Data Source: AAPPL & iChineseReader

Strategy 1

To support this goal, ILTexas will implement targeted Chinese Literacy Instruction for 5th and 8th grade students through guided reading, writing workshops, and differentiated small group instruction aligned with our charter's trilingual model. Teachers will use AAPPL and iChineseReader data to monitor progress. ILTexas curriculum specialists will provide ongoing professional development in Chinese literacy best practices. Instructional coaches will support classroom implementation and data analysis. This strategy ensures all learners receive culturally relevant, data-driven instruction that strengthens biliteracy and prepares students for global leadership. This initiative is supported by the DoDEA FY23 Grant and aligned with Texas multilingual program standards.

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Performance Objective 9 High Priority

By the end of 25-26 school year, the curriculum for Chinese Advanced A in Fine Arts and Martial Arts content will be created, and the key personnel will be hired. This project is funded by DoDEA FY24 Grant.

Evaluation Data Source: Grant Project Annual Evaluation Report

Strategy 1

To achieve the goal of developing the Chinese Advanced A curriculum in Fine Arts and Martial Arts by the end of the 2025-2026 school year, ILTexas will leverage TEKS-aligned strategies that support curriculum innovation and multilingual instruction. Curriculum specialists and certified bilingual instructors will collaborate to design content that integrates Texas standards with ILTexas's international focus. Key personnel, including certified Chinese language educators with Fine Arts and Martial Arts experience, will be recruited to ensure instructional quality and cultural relevance. Ongoing professional development and DoDEA grant funding will support implementation, ensuring a rigorous and globally aligned educational experience for all students.

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Performance Objective 10 High Priority HB3 Goal

By June of 2025, all graduating seniors will graduate with an acceptance into a four year college or university.

Evaluation Data Source: College Acceptances, National Clearinghouse Data

Goal 3

By the end of the 25-26 school year ILTexas will retain 76% of teachers, an increase from 73.88% achieved in the school year 24-25(will update in August).

Performance Objective 1 High Priority

ILTexas will provide onboarding training for all new teachers in the classroom throughout the 25-26 School Year.

Performance Objective 2

We will increase the percent retention of our special education, math and reading teachers by 3% by the end of the 25-26 School year.

Strategy 1

To increase the retention of our Special Education, Math, and Reading teachers by 3% by the end of the 2025-2026 school year, ILTexas will implement targeted support strategies aligned to TEKS and ILTexas curriculum. Campus leaders will provide ongoing coaching, PLC collaboration, and job-embedded professional development focused on data-driven instruction and culturally responsive practices. New teachers will be paired with experienced mentors to build confidence and capacity. These strategies will improve instructional quality, reduce burnout, and foster a supportive professional community, ultimately increasing teacher satisfaction and retention across core content areas.

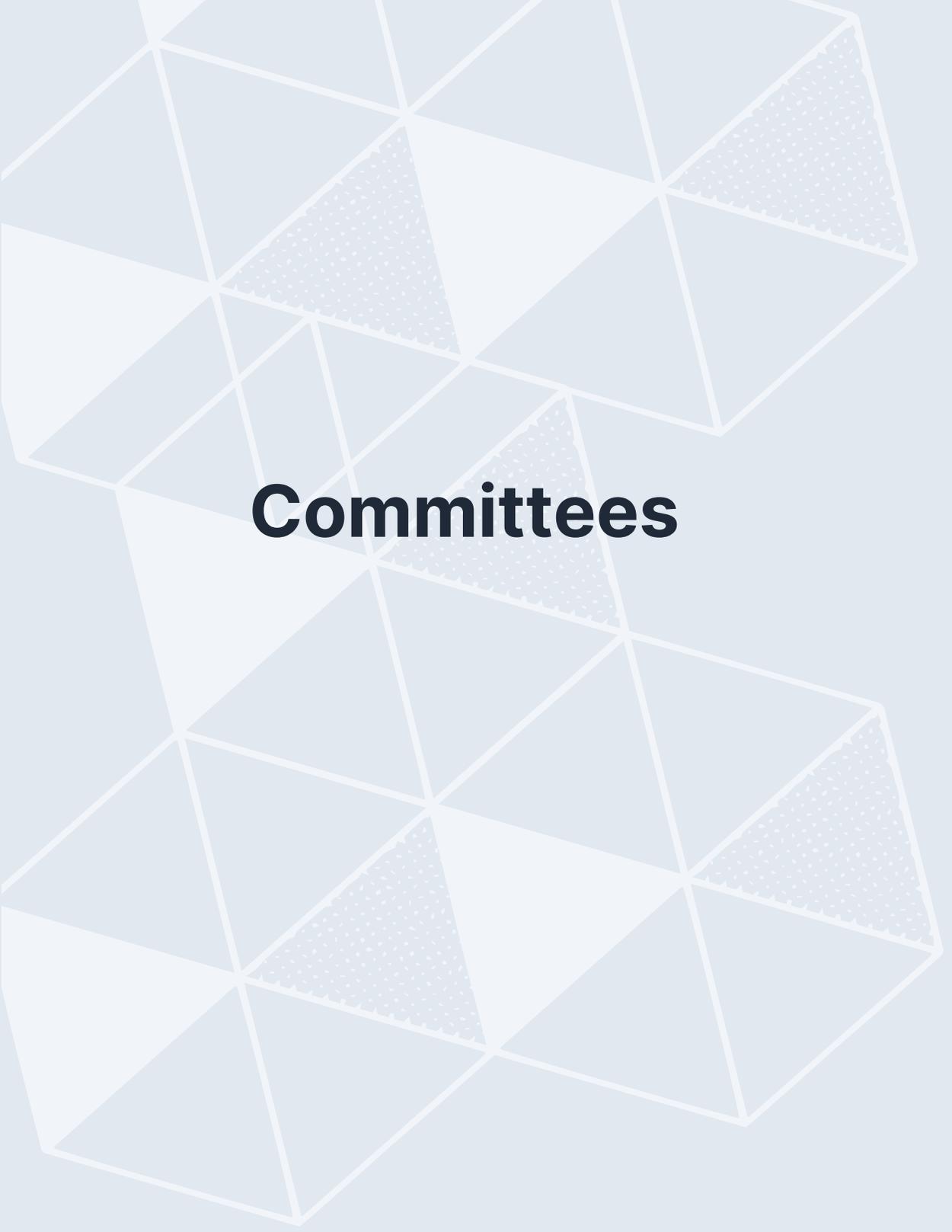
Formative Reviews

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Committees

Committees

Site Based Decision Making Committee

Meeting Logs

Date	Location	Sign In Sheet	Notes
May 27, 2025 @ 1:30 PM	Teams	CIP Meeting - May 27, 2025.pdf	CIP Meeting - May 27, 2025.pdf
April 29, 2025 @ 5:00 PM	Teams	2025 CIP_CNA Team meeting - Attendance report 4-29-25.pdf	--

Members

First Name	Last Name	Position	Committee Role
Troy	Washington, Jr.	Scholar	Scholar
Troy	Washington, Sr.	Parent	Parent
Dr. Keshia	Washington	Principal	Principal
LaTonya	Pharms	6th-8th Assistant Principal	Assistant Principal
Brandon	Overton	3rd-5th Assistant Principal	3rd-5th Assistant Principal
Selene	Casco	PK-2 Assistant Principal	Assistant Principal
Twymekia	Jones	Community Liaison	Community Liaison
Tiatiana	Veroy	Parent	Parent
Krystal	Maynor	Parent	Parent
Addie	Oringi	GLA/Teacher	Teacher
Gladneetra	Campbell	GLA/Teacher	Teacher
Krystalynnda	Holgin	GLA/Teacher	Teacher
LaTanya	Hall	GLA/Teacher	Teacher
Chavenese	Bourne	GLA/Teacher	Teacher
Tracy	Schneider	GLA/Teacher	Teacher
Michelle	Khuong	GLA/Teacher	Teacher
Margaret	Rankin	GLA/Teacher	Teacher
Yulieth	Thurston	GLA/Teacher	Teacher